This report has been produced in response to requests from several local education authorities and colleges for some guidance on system guidance on system design and in particular upon register-based systems.

The original report was prepared by Mr C McArdle of PE Consultancy Group under the direction of Mr J Sprigg DGA, IPFA of the District Audit Service.

This version of the report follows consultations with the Department of Education and Science, the Further Education Staff College, the National Advisory Body for Local Authority Higher Education, the Association of College Registrars and Administrators, the National Association of Teachers in Further and Higher Education and a number of individuals within the Further Education Service.

The Audit Inspectorate wishes to acknowledge the assistance of all these bodies and individuals.

SOUTHAMPTON UNIVERSITY LIBRARY

© Crown copyright 1983
First published 1983

ISBN 0 11 751976 6

# *REGISTERS AND CONTROL INFORMATION*

# *IN COLLEGES OF FURTHER EDUCATION*

March 1983

## CONTENTS

| | | Page |
|---|---|---|
| 1. | INTRODUCTION | 1 |
| 2. | COMMON WEAKNESSES IN PRESENT SYSTEMS | 4 |
| 3. | INFORMATION AVAILABLE FROM THE MODEL | 9 |
| 4. | COURSE MASTER REGISTERS AND SUBSIDIARY REGISTERS | 12 |
| 5. | MASTER REGISTER SUMMARY SHEETS | 15 |
| 6. | DEPARTMENT ANALYSIS SHEET | 16 |
| 7. | THE MODEL IN PERSPECTIVE | 17 |

## APPENDICES

1. The Pooling Groups
2. Summary of Model System
3. Northshire Education Authority - Student/Staff Ratios
4. Front cover for a Full-Time Course Master Register
5. Back cover for a Full-Time Course Master Register
6. Front Cover for a Part-Time Course Master Register
7. Course Master Register Data Fields
8. A Completed Front Cover for a Part-Time Course Master Register
9. Front Cover for a Subsidiary Register
10. A Completed Front Cover for a Subsidiary Register
11. Northshire Education Authority - Master Register Summary Sheet
12. Northshire Education Authority - Department Analysis Sheet
13. Completion of Department Analysis Sheet
14. Completed Department Analysis Sheet
15. Example of Register System : Wirral Education Authority
16. Example of Register System : Hereford & Worcester County Council

# 1. INTRODUCTION

1.1 Recent years have seen a growing interest in the implementation of management information systems for colleges of further education. Initiatives are sometimes being taken by local education authorities and sometimes by college principals. Development is being fostered by the Department of Education and Science, the Chartered Institute of Public Finance and Accountancy and the Further Education Staff College. With expenditure on many colleges measured in millions of pounds and with expenditure in England and Wales estimated at µ1 1/4 bn it is vital that local and national education control and decision making is based on accurate information. This implies properly designed systems with audit trails which permit the accuracy of output to be demonstrated.

1.2 During and following a specialist audit study in 1981, the District Audit Service and Approved Auditors have examined the systems operated by a large number of colleges at Local Education Authorities (LEA's) throughout the country. Attention has been focused primarily on their ability to accumulate student taught hours and lecturer contact hours by Pooling Group and course category. These hours provide the bases of the most widely used measures of college performance:

- student/staff ratio
- average student hours
- average lecturer hours
- average class size

The audit reviews found considerable variation in the quality of the data and the reliability of the systems which provide it. Some colleges produce timely and accurate information and make good use of management ratios. At others, the arrangements for collection processing and use of data are quite inadequate so much so as to throw doubt on the effectiveness of their management control systems and thus the validity of their Pooling Survey returns and Burnham calculations. It is also difficult to see how an LEA can exercise adequate control of further education without sufficient management information relating to the individual colleges within its boundaries.

1.3 These and other aspects of the original audit study are described in the " Report of the Chief Inspector of Audit for the Year Ended 31 March 1981" (Department of the Environment - HMSO). This present document is a response to requests from several LEA's and colleges for :

- more information on common system weaknesses so that their own approaches can be re-examined;
- guidance on system design. In particular, there has been a feeling that most register systems in use do not lend themselves to the accurate collection of management information.

1.4 College management information systems are a complex subject and have to be organised to meet local needs and preferences. The model we shall describe is a basic system which focusses, as has most of our work to date, on non-financial measures of resource input in relation to student output. There are two reasons for this. Firstly, accomplishing this step is probably the most that any college can expect to achieve in its first year of system development. Secondly the existence of comparative data with 200 other colleges through the Pooling Committee student and staff hours survey provides a powerful argument for saying that student/staff ratios and associated measures should be common to all. Financial measures are described in the CIPFA "Manual of Guidance".

1.5 The appearance of this study should not be seen as an attempt to impose a standardised system of records upon colleges but merely as assistance to those LEAs and colleges which wish to develop reliable systems of information and control based upon registers. Appendices 15 and 16 show examples of formats developed by individual LEAs which appear to meet local needs accurately. There are undoubtedly many others some of which may be based upon sources other than registers.

1.6 The present study itself is based upon the fundamentals of management control which are:-

1.6.1 Plans based upon estimates of activity volumes and the resources needed to deal with them.

1.6.2 Monitoring of actual activity levels and resource usage against the plan so that management action may be taken as necessary.

1.6.3 Preparation of future plans taking account of actual experience

1.6.4 Adequate, relevant and accurate management information.

1.7 To the ratios described in 1.2 have been added the following:-

Student Attendance Ratio
Lecturer Contact Hours Ratio
Teacher Contract Ratio
Remissions

## 2. COMMON WEAKNESSES IN PRESENT SYSTEMS

2.1 Our model has been designed to overcome a variety of weaknesses we have encountered in data collection systems.

2.2 Student/Staff ratios can be expressed for colleges as a whole but more usually relate to whether work is Poolable (Burnham categories I and most of II/III) or non-poolable (some of Burnham category II/III together with categories IV and V) and into which of three Pooling Groups it is allocated. The Pooling Groups are (1) for laboratory/workshop based subjects, (2) for classroom based subjects and with a separate group for faculties of art and design. Appendix 1 gives some examples of the subjects which fall into each group. It is important therefore that the system collates the data according to those classifications. It was common to find records which did not explicitly state either Burnham Category or Pooling Group. Our model requires that this data is specifically recorded.

2.3 Many courses entail classes provided by one or more servicing departments. It is important to both Burnham and Pooling calculations that the different types of student hours and, in the case of the Pooling, lecturer contact hours are recorded against the departments which provide the classes. Register systems rarely provide explicit statements of which departments are providing servicing. There is no provision for any class information on most full-time registers and it is usually left to a member of the administrative staff to interpret the department and Pooling Group from the subjects and lecturers' names written on part-time registers. Reliance on the personal knowledge of administrative staff is unsatisfactory and we visited colleges where this led to significant mis-calculations of both Burnham points and student/staff ratios. Our model requires that both student and lecturer hours are recorded against departments. (Note that the use of the term "department" is intended to cover in other forms of organisation those units which control the allocation of teaching time.)

2.4 Differing definitions of student hours have led to much confusion. The Burnham system uses both notional attendance and actual student registered hours. Notional student attendance hours are used for most types of full-time course and are based on multiplying student enrolments by the hours per week in which students are in college and weeks per year figures agreed by the Local Education Authority. The values for three term courses are usually 30 hours per week and 36 weeks per year. These numbers do not necessarily relate to the amount of teaching provided or received. Weekly hours, for example, commonly include periods of private study and mid-morning and afternoon refreshment breaks. On the other hand, for block release, part-time and evening courses the Burnham student hours are the actual class hours. Since these are often referred to as student taught hours they are easily confused with the identical term used by the Pooling Committee and which has a quite different definition from that used in Burnham.

Pooling uses the term to describe the result of multiplying together enrolments for each class by the number of hours of teaching provisioned and summing these over all the classes which go to make up a course. Thus a class which has ten enrolments, meets for two hours a week and for 30 weeks in an academic year which gives rise to 600 student taught hours. The associated Burnham student hours may be only 500 due to casual absenteeism and drop-outs in part-time courses. We found in many instances of Burnham hours - both notional and attendance hours - being used in place of Pooling student taught hours. Our model minimises the chance of future confusion by highlighting the different types of hours and student registered hours. For block release, part-time and evening courses Burnham hours are identical with student registered hours. We use the ratio of student registered hours to Pooling student taught hours to derive an attendance ratio for all types of courses.

2.5 We sometimes encountered anomalies in the expression of class hours on course and lecturers timetables. Although the start and finish times for classes are normally shown it is not always clear whether refreshment breaks are included or how long they lasted. At one college this led to the incorrect inclusion of many thousands of hours of refreshment breaks in their Pooling statistics. Our model circumvents tthis difficulty by expressing all timetables in terms of class start times and teaching durations, thus excluding breaks. (Note that Burnham hours are the hours spent in college and may include breaks - though the practice at different local authorities does vary on this point).

2.6 Most colleges were unable to provide us with an accurate compilation of lecturer contact hours. The method commonly used is to accumulate the hours from lecturers' timetables. For this approach to work it is essential that:

- timetables are kept up to date
- superseded timetables are retained for the accumulation process

The disciplines implied by these factors were present in only a few colleges. In many we encountered out of date timetables and an inability to provide readily understandable records of the timetables current on particular dates in the year. Comparison of the contact hours supplied to us from timetables with the contact hours we calculated from registers commonly showed differences of 10%. At one college we were able to demonstrate that when actual part-time contract and substitution claims were subtracted from the total timetable hours with which we were supplied it would have been necessary for full-time staff to exceed their full-time contracted contact hours for the year by 40%. Admittedly this is an exceptional case but it does illustrate the consequences of failing to operate a disciplined approach to timetabling.

2.7 The problem is that timetables are essentially statements of intention to teach. Between their preparation and implementation a variety of circumstances can arise. These include course cancellation due to lack of enrolments, unforeseen demands for courses, staff resignations and illness. In contrast registers and part-time contract/substitution claims are essentially records of what has actually happened as well as what was intended. It is important for college managers to satisfy themselves that any system they operate based on lecturers' timetables has controls over input and update sufficient to ensure that hours relate only to classes and courses which actually take place.

2.6 FEMIS I uses lecturer timetables as the basis for compiling the Pooling Survey returns. The timetable should be updated at the beginning of each term thus showing the planned lecturer contact hours and the (planned) student taught hours at those dates. It is important to recognise that the Pooling Survey return relates to planned activity volumes and resource usage and not actual.

2.9 However, if timetables are updated to show the actual position at the end of term as well as the beginning it becomes possible to use the system to compare actual teaching hours with those planned. This cannot be done for student hours.

2.10 The model we are describing does overcome these problems by compiling data directly from registers (where these are maintained) for both lecturers and students. For lecturers the model compiles lecturer hours, subtracts from them part time contract and substitution claims and checks that the difference is compatible with the hours which can be supplied by staff on full-time contracts. As a by-product any underutilisation of these staff is measured and compared with the hours which give rise to extra expenditure on teacher resources.

2.11 Compiling student and staff hours registers whether to meet the needs of our model or to audit the accuracy of lecturers timetables, is complicated by the fact that courses do not always meet as classes. GCE courses permit students to select from a matrix of subjects. It may be convenient to combine full-time and part-time students of a particular GCE subject into a common set of classes. Students following a particular technical course which has to be split into two parallel courses because of workshop accommodation may well come together for some of their classroom subjects. Many colleges accommodate these problems by adopting slave registers or by showing students on more than one register as if they were enrolled on more than one course. This is a dangerous procedure since it can lead to double accounting of hours for both Burnham and Pooling purposes. Understandng of a local 'system' is often limited to a particular member of the administrative staff whose departure can lead to a total system breakdown.

2.12 At one college we visited one third of a department's Burnham hours were found to be due to double accounting. Our model eliminates this problem by having two types of registers - course master registers and subsidiary registers. The former are used to record attendance for classes which are limited to all members of the course. Subsidiary registers are used for classes attended by only some of those enrolled on a course and for classes attended by members of different courses. Data compiled on subsidiary registers is summarised and transferred to the relevant master registers so that course information can be derived. Both types of register are auditable documents.

2.13 The presence of an audit trail is an essential element of any properly designed system. The main purpose of this is not just to satisfy the auditor; much more importantly college managers need to satisfy themselves that the information on which they are taking their decisions has been accurately compiled. It should be possible to trace how data has been manipulated from the point where it is recorded on a source document to the point where it forms part of a piece of management information. Generally speaking, audit trails exist for Burnham systems but not for systems relating to the Poling measures. The most common weakness in Burnham systems relates to lack of clarity on how full-time student hours have been calculated. At one college we found that 38 weeks was being used as a multiplier rather than the more usual 36 weeks. This was not easily detectable because the system documents did not require a statement of how the calculations were made. At others, it was not clear whether the Burnham factors of 0.95 (full-time) or 1.1 (short course) had been included in the calculations. Our model provides a comprehensive audit trail for both Burnham and Pooling systems. (Note that in many colleges attendance extending to 36 weeks is the exception rather than the rule with most classes ceasing as a classroom activity after 28-34 weeks).

2.14 Since our model depends on registers as source documents we conclude this section by commenting on register control. It is our experience that the colleges which have developed the most well-ordered systems place a particular emphasis on sound register control procedures. Amongst their procedures those we particularly recommend to colleges are:

- The maintenance of a register of registers to ensure that all are collected prior to compiling college returns. On several occasions we have been able to demonstrate that Burnham and Pooling Hours have been too low because registers are missing.

- Storing registers in secure places between classes. Some colleges leave them in corridors which are in daily use by students. This is not an acceptable practice since it renders them liable to deliberate or accidental damage or destruction.

- spot checks by senior college staff to ensure that registers are up to date and completed whilst classes are in session.

## 3. INFORMATION AVAILABLE FROM THE MODEL

3.1 The model is summarised in Appendix 2 and provides a variety of information. It needs to be understood not only by college staff and the LEA but also by college governors. Improving the flow of valid information between those concerned with planning and controlling education policy and expenditure is a matter of high priority.

3.2 Presentation of the Pooling measures is most important. We see these being provided to show trends, comparison with the national patterns and departmental contributions as illustrated in Appendix 3. LEAs with more than one college in their jurisdiction will possibly wish to supplement this presentation by comparisons between colleges.

3.3 The concept of a student/staff ratio (SSR) is widely understood. It is an overall measure of college efficiency in relating the number of full-time equivalent students (used as a measure of college output) to the number of full-time equivalent staff (used as a measure of college input). The fact that a college or department has a high SSR is no reason for not seeking further increase. We understand from HM Inspectorate of Schools that no relationship has yet been established between educational effectiveness and SSRs at English and Welsh colleges of further education. Therefore it is possible that even high ratios can be further increased without detriment to educational effectiveness. Contributions to achieving this can come from reducing average student hours, increasing average lecturer hours and increasing average class sizes.

3.4 Average student hours (ASH) is the average number of Pooling student taught hours per week for each full-time three term enrollee. The annual value is used as a divisor in converting Pooling student taught hours into full-time equivalent students. A high value in relation to the national patterns may indicate over-teaching, a problem recognised by many in the educational world. Over-teaching may take the forms not only of too many taught hours in a week or for a subject or a course but also of study at too high an academic level. (High ASH will not be an indicator of the last example.)

3.5 The model enables the contributions of each three-term full time course to be identified.

3.6 Average lecturer hours is the weekly contact hours suppied by each full-time equivalent member of the teaching staff. A low value may be due to a number of factors including one or a mixture of the following:

- the mix of full-time and part-time staff;
- the mix of grades of the full-time staff;
- the authority having negotiated weekly contact hours at the lower end of the ranges recommended by the National Joint Council for Teachers in Further Education in England and Wales;
- full-time teachers being timetabled for less than the negotiated number of contact hours for their grade;
- full-time teachers failing to fulfil their timetables because of illness or absence;
- abnormally high levels of remission and day release. These need to be examined in comparison with other colleges and in relation to the negotiated contact hours. Where local agreements provide for teaching hours at the bottom of the bands it may be that remission is already built in.

3.7 Identification of the last three possibilities is facilitated by the calculation of a Teacher Contract Ratio. This is the ratio of the contact hours actually supplied by full-time staff under their full-time contracts with the contact hours they are contracted to supply. Our experience to date is that a ratio in excess of 0.90 is usual. Anything below this requires investigation. The model presents the under-untilisation of full-time staff alongside the remission and day release hours granted, and the contact hours paid to full-time and part-time staff as substitution and on part-time contracts. The relationship between under-utilisation and part-time contract provision has to be carefully monitored.

3.8 The final Pooling measure is average class size (ACS) which is defined as the Pooling student taught hours divided by the associated lecture contact hours. The ACS is an indicator both of the effectiveness of curriculum management and more indirectly of course control. ACS is a major variable in determining the prime ratio (SSR). Because ACS like the other pooling ratios is a planned and not an actual ratio the model also calculates an attendance ratio which enables the manager to form a view on the actual size of classes after taking account of casual absenteeism and drop-outs. The ACS is defined as the student taught hours divided by the associated lecturer contact hours.

3.9 The attendance ratio is calculated by dividing student registered hours by student taught hours. An example of registers will soon reveal whether a low attendance ratio is due to absenteeism or drop-out. The latter is also measured by the student retention rate.

3.10 The lecturer contact hour ratio is calculated by dividing the actual lecturer contact hours by those planned.

3.11 It should be understood of course that the ratios produced by the model or by any other means are not in themselves absolute measures of performance but merely indicate where further enquiries may be worthwhile. The calculation of ratios and their interpretation are dealt with more fully in the Audit Inspectorate publication "Colleges of Further Education : Guide to the Measurement of Resource Efficiency" available from HMSO.

SOUTHAMPTON UNIVERSITY LIBRARY

## 4. COURSE MASTER REGISTERS AND SUBSIDIARY REGISTERS

4.1 The principal source documents for the model are registers. At present colleges operate three types of registers which reflect different course characteristics. Full-time registers are designed to record morning and afternoon attendance for five days a week for up to 48 weeks in a year. Part-time registers are designed to record attendance by class for those attending college for one day a week. Class registers satisfy the needs of most non-vocational day and evening classes. In most colleges we visited they have undergone very little development, if any, since being implemented many years ago. Most full-time registers, for example, have no data fields for recording either Burnham categories or methods of calculation let alone the fields necessary to support Pooling calculations.

4.2 For many types of full-time courses where the classes are attended by all the course students and are not shared with any other course students a full-time register which incorporates a timetable and a record of the number of times each class met can be regarded as an acceptable record. Implicit in this is the assumption that a student who is marked as present at the start of a morning or afternoon session is likely to be present for all classes in that session.

4.3 However in other cases (eg GCE Courses) a rigorous system requires that course registers be replaced by class registers. This would have its biggest impact on full-time course registers since the others are, to a considerable extent, already class oriented. The effect would be to replace each course register by 10-15 class registers. The extra work in creating and operating these registers is only justified if it creates useful and auditable student and lecturer contact hours data which cannot otherwise be obtained. Many colleges already recognise this and operate several subject registers rather than a single course register.

4.4 Although there is no need for class registers when a full-time course meets as a class it may well be essential to introduce them whenever students following different courses meet as a class. There are three reasons for this:

- the courses followed by the class members may be in different Burnham course categories (eg 'A' level students taking an 'O' level subject with 'O'level students);

- the students may have different modes of attendance (eg part-time and full-time students sharing classes for a GCE subject);

- lecturer contact hours are liable to be double accounted if class attendance is recorded on two or more course registers.

4.5 For the purposes of the model, parallel courses following identical syllabuses but split into two or more groups for reasons of safety or accommodation limitations are treated as unrelated courses.

These principles are realised in course master registers and subsidiary registers.

4.6 The functions of a course master register are to:

- record the names of all students enrolled on a course;
- operate as an attendance register for classes attended by all members of the course with no other course members present;
- record timetable data for such classes and show the basis for all student taught hour, lecturer contact hour, average class size and attendance rate calculations;
- accumulate data from subsidiary registers in order to calculate student taught hours, lecturer contact hours, average class size and attendance rate for the whole course.

4.7 Any of the three types of register in common use may be a course master register provided that it is modified to show the necessary data fields. The modification may be shown on the register covers or accommodated within the covers by additional pages. Pending modification, existing registers can be used by stapling to them forms showing the new layout.

4.8 Two designs are illustrated in Appendices 4-6. Appendix 4 shows a front cover suitable for full-time registers. It permits accumulation of data from a large number of subsidiary registers to cater for the GCE situation. Appendix 5 shows a back cover layout for recording timetable and attendance data for those classes for which the course master register also acts as an attendance register. Appendix 6 shows a front cover suitable for part-time and non-vocational course registers. It is possible to get timetable, attendance and course accumulation data on one page because the number of classes is small and there are not likely to be more than two subsidiary class registers. Descriptions of the field titles used are given in Appendix 7. An example of a completed part-time course master register is given as Appendix 8.

4.9 A subsidiary register is created when a class consists of:

- a sub-group of the students on a particular course master register. Every subject option on a full-time GCE course will have a subsidiary register, for example
- students who come together from more than one course.

4.10 With the exception of the course accumulation facility the functions of the subsidiary register are the same as those of a course master register. Equally, any of the three existing types of register may be used subject to modification. A possible front cover is shown as Appendix 9. A completed cover is shown as Appendix 10. The register illustrated relates to the course master register shown as Appendix 8. The lecturer contact hours for the class are apportioned to each master register in relation to the student taught hours (Pooling).

## 5. MASTER REGISTER SUMMARY SHEETS

5.1 Data from course master registers is summarised on Master Register Summary Sheets. An example is given as Appendix 11 and is designed to accumulate both Burnham and Pooling data. A separate sheet is used for each combination of department, Pooling group, Burnham course category and mode of attendance. This can be used as a source document for colleges contributing to the Pooling student/staff hours annual survey.

5.2 The layout of the Burnham hours section of the sheet is conditioned by the calculations necessary for most types of full-time course. Thus the total course hours are first calculated and from these are subtracted the hours to be transferred to servicing departments. In the case of block release courses and courses which are not full-time it is necessary to enter only the attendance hours for that department to which the sheet refers. These hours are identical to the registered student taught hours used in the Pooling calculations.

## 6. DEPARTMENT ANALYSIS SHEET

6.1 Data from the Master Register Summary Sheets is finally summarised on Department Analysis Sheets and combined with data on full-time staff numbers and overtime/part-time claims. The various items of management information and Burnham points are calculated by Pooling group within department and then further summarised:

- in the case of the Pooling and associated ratios by Pooling groups for the college as a whole so that comparisons can be made with the national patterns
- in the case of Burnham points, the Teacher Contract Ratio and the lecturer contact hours analysis by department and then for the college as a whole.

A Department Analysis Sheet is illustrated as Appendix 12 its mode of completion is described in Appendix 13 and a completed example is given as Appendix 14.

## 7. THE MODEL IN PERSPECTIVE

7.1 In earlier parts of this report we described our model as a response to a number of requests for guidance on information system design. We have not attempted to provide a comprehensive answer but have limited our approach to the Burnham and Pooling systems and the associated measures described in the Guide to the Measurement of Resource Efficiency, referred to previously. Clearly many desirable features of college systems have been excluded - such as measures relating to cost and to examination success. This is not because we do not consider them important but because we took the view that the first priority was to base our suggestions on the most widely used approach - with its valuable national comparisons. Further because the Pooling ratios are of direct relevance to planning staff levels - wherein lies the greatest element of college running costs - they cannot sensibly be excluded from consideration when assessing whether a college is efficient.

7.2 Our model has made only passing reference to the use of computer processing. This was deliberate. An important part of our description has been concerned with definitions, principles, controls and audit trails. This is because the weaknesses we described related to these aspects of system design. They are as relevant to computer systems as to clerical systems and perhaps more so. Clerical systems usually provide some visibility of data manipulation but even this can easily be hidden within the programs of computer systems. This is a matter of some concern with the increasing availability of microcomputers leading to a growing number of 'programmers' who have received little or no training in systems analysis and design.

7.3 The case for eliminating the chore of sorting, summarising and calculation by using the computer is strong. But this sub-system must be written to professional standards and must be fully integrated into a total system which begins with valid source data and ends with the production of accurate information whose meaning is understood by its college, Board of Governors and local education authority recipients.

# THE POOLING GROUPS

## Group 1 (laboratory/workshop-based subjects)

Examples are:

- architecture
- biology
- botany
- building
- chemistry
- engineering
- geology
- mathematics
- metallurgy
- mining
- nautical studies
- pharmacy
- physics
- printing/book production
- surveying
- textile technology
- town & country planning
- zoology

## Group 2 (classroom based subjects)

Examples are:

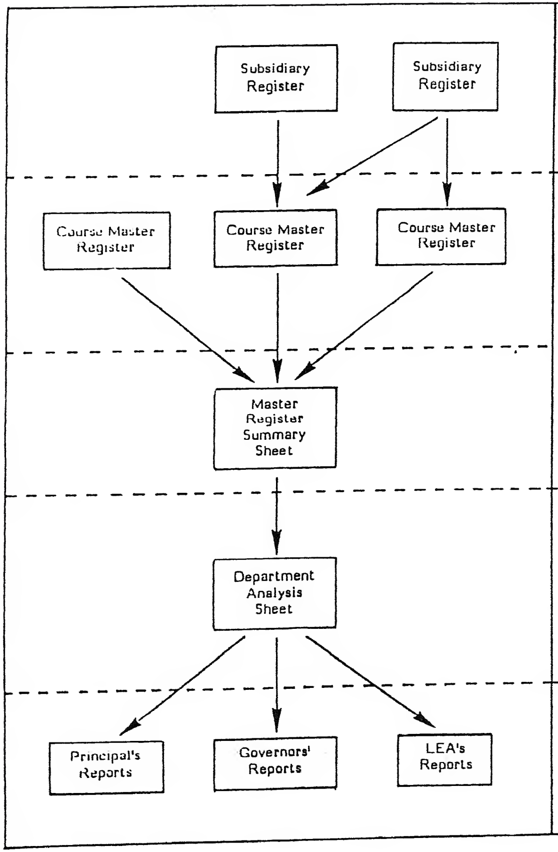
- accountancy
- administration
- archaeology
- catering
- economics
- education
- geography
- history
- home economies
- institutional management
- languages
- law
- liberal/general studies
- librarianship
- literature
- management studies
- philosophy
- sociology
- transport
- vocational subjects not separately listed above

## Faculties of Art and Design

This includes music and drama. It is only used where colleges have departments devoted to these subjects. If taught only in non-vocational courses then subjects should be assigned to Group 2.

APPENDIX 2

## SUMMARY OF MODEL SYSTEM



**Subsidiary Registers**

Attendance register for classes attended by:

- students on more than one course master register
- some of the students on a course master register

**Course Master Register**

Attendance register for classes attended only by all students on a course master register.

Accumulates student and lecturer hours for course by department and Pooling group from timetable data recorded on course master registers and any associated subsidiary registers.

**Master Register Summary Sheet**

Accumulates student and lecturer hours for differing combinations of Burnham category, department, Pooling group and mode of attendance

**Department Analysis Sheet**

Accumulates student and lecturer hours and full-time staff numbers for differing combinations of department and Pooling group and for differing Pooling groups for the whole college.

Shows Burnham points, management ratios and lecturer contact hours analysis for each of the above combinations.

**Management Reports**

Locally defined management reports showing:

- comparisons with national patterns
- annual trends
- comparisons between local colleges

APPENDIX 3

NORTHSHIRE EDUCATION AUTHORITY
STUDENT-STAFF RATIOS

College.........................

Academic Year...................

| | | College Ratios | | | National Patterns 1981/2 | | |
|---|---|---|---|---|---|---|---|
| | | 1979/80 | 1980/81 | 1981/82 | Lower Quartile | Median | Upper Quartile |
| Group 1 - | Advanced | 6.4 | 6.6 | 6.6 | 6.5 | 7.5 | 8.7 |
| | Non-advanced | 6.0 | 6.3 | 7.0 | 8.0 | 8.5 | 9.4 |
| Group 2 - | Advanced | 7.1 | 7.3 | 7.2 | 6.8 | 8.6 | 10.3 |
| | Non-advanced | 9.0 | 9.2 | 9.6 | 8.2 | 9.8 | 11.1 |
| Art/Design - | Advanced | 4.2 | 4.2 | 5.0 | 5.8 | 6.6 | 8.7 |
| | Non-advanced | 5.8 | 6.1 | 6.4 | 7.1 | 7.7 | 9.3 |
| Group 1 - Advanced | | | | | | | |
| | Mechanical Engineering | 7.0 | 7.1 | 7.1 | | | |
| | Automobile Engineering | 6.0 | 6.0 | 6.5 | | | |
| | Electrical Engineering | 5.6 | 5.7 | 6.0 | | | |
| Group 1 - Non-advanced | | | | | | | |
| | Mechanical Engineering | 8.2 | 8.2 | 8.4 | | | |
| | Automobile Engineering | 7.9 | 6.9 | 7.3 | | | |
| | Electrical Engineering | 5.6 | 6.3 | 6.4 | | | |
| | Science | 6.0 | 6.4 | 7.0 | | | |
| Group 2 - Advanced | | | | | | | |
| | Business Studies | 7.1 | 7.1 | 7.2 | | | |
| | Social Studies | 7.0 | 7.5 | 7.4 | | | |
| | General Studies | 7.1 | 7.3 | 7.2 | | | |
| Group 2 - Non-Advanced | | | | | | | |
| | Business Studies | 10.2 | 10.2 | 10.4 | | | |
| | Social Studies | 8.9 | 8.9 | 9.0 | | | |
| | General Studies | 9.4 | 9.0 | 9.7 | | | |
| Art/Design - Advanced | | | | | | | |
| | Art | 4.2 | 4.2 | 5.0 | | | |
| Art/Design - Non-Advanced | | | | | | | |
| | Art | 5.8 | 6.1 | 6.4 | | | |

* The latest available data

## FRONT COVER FOR A FULL-TIME COURSE MASTER REGISTER

NORTHSHIRE EDUCATION AUTHORITY

FULL-TIME COURSE MASTER REGISTER

College ..................................................................

Academic Year ..................................................................

Department ..................................................................

| | |
|---|---|
| Register No | |
| Course Title | |
| Year of Course | |
| Course Category | I II/III(P) IV<br>II/III(NP) V |
| Mode of attendance | FT 3 term FT 1 term<br>FT other Block Sand |
| No of enrolments (a) | |
| Burnham Hours - Weekly | |
| No of Course Weeks | |
| Total Burnham Hours | |

THIS IS AN AUDITABLE DOCUMENT. ATTENDANCE MUST BE RECORDED WHILST THE CLASS IS IN PROGRESS IN ACCORDANCE WITH COLLEGE INSTRUCTIONS.

ACCUMULATED COURSE DATA

| Source Register No | Dept | Pooling Group | Lecturer Contact Hours | | Student Hours | | Apportioned Enrolments | Average Class Size (C)÷(A) | Attendance Ratio (D)÷(C) | Lecturer Contact Hours ratio (B)÷(A) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | Time-tabled (A) | Actual (B) | Taught (C) | Register (D) | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Head of Department ....................................

## BACK COVER FOR A FULL-TIME COURSE MASTER REGISTER

Key: T-T = timetabled
Ac = Actual

| Day | Start Time | Teaching Duration (b) | Number of Meetings | | Lecturers per meet'g (e) | Dept | Lecturer/s | Subject | Pool Group | Lecturer Contact Hours | | Student Attendances (f) | Student Hours | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | Time-tabled (c) | Actual (d) | | | | | | T-T (b)x(c)x(e) | Ac (b)x(d)x(e) | | Taught (Pooling) (f)x(b)x(c) | Registered (b)x(f)x(d) |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | TOTAL | | | | | | |
| | | | | | | | | | | | | Burnham Hrs | | |

Summary
by
Department

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |
| | | | | | | | |

APPENDIX 5

FRONT COVER FOR A PART-TIME COURSE

MASTER REGISTER

NORTHSHIRE EDUCATION AUTHORITY

PART-TIME COURSE MASTER REGISTER

College ............................

Academic Year ............................

Department ............................

| | |
|---|---|
| Register No | |
| Course Title | |
| Year of Course | |
| Course Category | I II/IIIP IV<br>II/III V |
| Mode of Attendance | FT Eve<br>PT Other Open |
| No of enrolment(s) | |

THIS IS AN AUDITABLE DOCUMENT. ATTENDANCE MUST BE RECORDED WHILST THE CLASS IS IN PROGRESS IN ACCORDANCE WITH COLLEGE INSTRUCTIONS.

REGISTER TIMETABLE

Day ........................

| Start Time (a) | Teaching Duration (b) | No of meetings | | Lecturers per meeting (e) | Dept | Lecturers | Subject | Pool Group | Lecturer Contact Hrs | | Student Attendances (f) | Student Hours | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | T-T (c) | Actual (d) | | | | | | T-T (b)x (c)x(e) | Actual (b)x (d)x(e) | | Taught (f)x (b)x(e) | Registered (f)x (d)x(e) |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | | | | | | | |
| | | | | | | | TOTAL | | | | | | |

Summary by Department

| |
|---|
| |
| |

| | | |
|---|---|---|
| | | |
| | | |

| | |
|---|---|
| | |
| | |

ACCUMULATED COURSE DATA

| Source Register No | Dept | Lecturer Cont.Hours | | Pooling Group | Student Pooling (c) | Hours Registered (d) | Apportioned Enrolments | Average Class Size (c)÷(a) | Attendance ratio (d)÷(c) | Lecturer Cont.Hours Ratio (b) ÷ (a) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | T-T (a) | Act (b) | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |
| | | | | | | | | | | |

Head of Department ........................

Key: T-T = Timetabled

Act = Actual

# APPENDIX 7

## COURSE MASTER REGISTER DATA FIELDS

College - Self explanatory

Academic Year - Self explanatory

Department - This is the host department for the course

Register No - A unique register number must exist for each register. The model uses an alphabetic code to describe the department followed by a sequence number. If two or more parallel courses are run an alphabetic suffix is used to describe each course. Thus ME26A, ME26B and ME260C might be used to describe three identical parallel courses run by the mechanical engineering department.

Year of Course - Self explanatory

Course Category - These are the Burnham categories supplemented to distinguish between poolable and non-poolable II/III courses. Non-applicable course categories are deleted.

Mode of Attendance - The modes of attendance cover all those necessary to operate the Burnham and Pooling systems in an unambiguous manner. For example, although the Burnham system does not need to distinguish between FT 3-Term and FT Other courses the Pooling system does. Likewise, the Pooling system does not need to distinguish between Block and FT Other courses whereas the Burnham system does. Non-applicable modes of attendance are deleted.

No of Enrolments - The number of enrolments are those enrolled and still providing evidence of enrolment at Nov 1 for all FT 3-Term courses. In other cases the enrolments at the beginning of the course are taken.

### Register Timetable

This section of the register is used to describe data for those classes for which the master register also acts as an attendance register.

Day - Self explanatory

Start Time - The start time of each class using the 24 hour check.

Duration - The number of hours for which the class is taught. This must not include meal or refreshment breaks.

No of Meetings - The number of times the class time-tabled to meet (c). The number of times the class actually met (d).

Lecturers per Meeting - The number of lecturers present at a class. Normally this is one. Occasionally two may be present.

Dept - The department from which the lecturer comes.

Subject - Self explanatory

Pool Group - The Pooling group which relates to the subject taught (see Appendix 3).

Lecturer Contact Hours- This parameter is calculated by multiplying together teaching duration for the class, the number of class meetings and the number of lecturers present at each meeting. The Pooling return requires time-tabled hours to be shown. The register timetable provides for both time-tabled and actual lecturer contact hours to be shown.

Student Attendances - This is the number of attendances recorded in the register for each class. In the case of full-time registers the attendances shown for a morning or afternoon session are taken to apply to all classes forming that session.

Student Taught Hours (Pooling) - This is the parameter defined as student taught hours by the Pooling Committee. It is calculated by multiplying enrolments for the class by its duration and by the number of meetings held.

Student Hours (Registered) - This is the actual student taught hours after allowing for drop-outs and absenteeism. It is calculated by multiplying the duration of a class by the number of student attendances.

Summary by Department - The lecturer contact hours, student taught hours (Pooling) and student hours (registered) are summarised by Pooling group within department. In general a department will be associated with only one Pooling group. General studies departments may be associated with work in more than one Pooling group, however.

Accumulated Course Data

This section of the register is used to accumulate data from the master register and any associated subsidiary registers in order to produce the average class size and attendance rate for the whole course.

Source Register No - The unique register number from which the data is obtained. If the data is obtained from the course master register itself it will be sufficient to enter MR. A separate line should be used for each Pooling group within department within each register number.

APPENDIX 8

FRONT COVER FOR A PART-TIME COURSE

MASTER REGISTER

NORTHSHIRE EDUCATION AUTHORITY

PART-TIME COURSE MASTER REGISTER

College West-hampton

Academic Year 1981/2

Department Mechanical Engineering

| | |
|---|---|
| Register No | ME 37A |
| Course Title | TEC - MECH ENG |
| Year of Course | 1 |
| Course Category | ~~I II/IIIP IV~~<br>~~II/III~~ V |
| Mode of Attendance | PT . Day \| Eve<br>~~PT Other Open~~ |
| No of enrolment(s) | 16 |

THIS IS AN AUDITABLE DOCUMENT. ATTENDANCE MUST BE RECORDED WHILST THE CLASS IS IN PROGRESS IN ACCORDANCE WITH COLLEGE INSTRUCTIONS.

REGISTER TIMETABLE

Day Monday

| Start Time (a) | Teaching Duration (b) | No of meetings T-T (c) | No of meetings Actual (d) | Lecturers per meeting (e) | Dept | Lecturers | Subject | Pool Group | Lecturer Contact Hrs T-T (b)x(c)x(e) | Lecturer Contact Hrs Actual (b)x(d)x(e) | Student Attendances (f) | Student Hours Taught (f)x(b)x(e) | Student Hours Registered (f)x(d)x(e) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 1000 | 3 | 36 | 32 | 1 | ME | P. Rose | Theory | 1 | 108 | 96 | 488 | 1728 | 1464 |
| 1500 | 2 | 36 | 35 | 2 | " | Rose/Jones | Workshop | 1 | 144 | 140 | 496 | 1152 | 992 |
| 1715 | 1 | 36 | 30 | 1 | Sci | V. Rees | Maths | 1 | 36 | 30 | 479 | 576 | 479 |
| | | | | | | | TOTAL | | 288 | 266 | 1463 | 3456 | 2935 |

Summary by Department

| | | | | | |
|---|---|---|---|---|---|
| Mech Eng | 1 | 252 | 236 | 2880 | 2456 |
| Science | 1 | 36 | 30 | 576 | 479 |

ACCUMULATED COURSE DATA

| Source Register No | Dept | Lecturer Cont.Hours T-T (a) | Lecturer Cont.Hours Act (b) | Pooling Group | Student Pooling (c) | Hours Registered (d) | Apportioned Enrolments | Average Class Size (c)÷(a) | Attendance ratio (d)÷(c) | Lecturer Cont.Hours Ratio (b) ÷ (a) |
|---|---|---|---|---|---|---|---|---|---|---|
| MR | Mech | 252 | 236 | 1 | 2880 | 2456 | 11.4 | 11.4 | 0.85 | 0.94 |
| MA | Science | 36 | 30 | 1 | 576 | 479 | 2.3 | 16.0 | 0.83 | 0.83 |
| GS13 | G/S | 22.1 | 20.9 | 2 | 576 | 461 | 2.3 | 16.0 | 0.80 | 0.95 |
| | | 310.1 | 286.9 | | 4032 | 3396 | | 12.4 | 0.84 | 0.93 |

Head of Department A.B. Smith

Key: T-T = Timetabled
Act = Actual

APPENDIX 9

## FRONT COVER FOR A SUBSIDIARY REGISTER

NORTHSHIRE EDUCATION AUTHORITY

| Register No | |
|---|---|

SUBSIDIARY REGISTER

College ........................

Academic Year ........................

Department ........................

THIS IS AN AUDITABLE DOCUMENT. ATTENDANCE MUST BE RECORDED WHILST THE CLASS IS IN PROGRESS IN ACCORDANCE WITH COLLEGE INSTRUCTIONS.

### REGISTER TIMETABLE

| Day | Start Time | Teaching Duration (b) | No of Meetings | | Lecturers per Meeting (e) | Lecturer/s | Subject | Timetabled Lecturer Contact Hours (b)x(c)x(e) | actual Lecturer Contact Hours bxdxe |
|---|---|---|---|---|---|---|---|---|---|
| | | | Timetabled (c) | Actual (d) | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |

### MASTER REGISTER TRANSFER DATA

| Master Register No | Day | Start Time | Class Enrolments (a) | Pooling Group | Student Attendance (f) | Student Hours | | Appportioned Lecturer Contact Hours |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Taught Pooling (a)x(b)x(c) | Registered (b)x(d)x(f) | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Head of Department ......................................

# FRONT COVER FOR A SUBSIDIARY REGISTER

NORTHSHIRE EDUCATION AUTHORITY

| Register No | GS13 |
|---|---|

SUBSIDIARY REGISTER

College Westhampton

Academic Year 1981/82

Department General Studies

THIS IS AN AUDITABLE DOCUMENT. ATTENDANCE MUST BE RECORDED WHILST THE CLASS IS IN PROGRESS IN ACCORDANCE WITH COLLEGE INSTRUCTIONS.

## REGISTER TIMETABLE

| Day | Start Time | Teaching Duration (b) | No of Meetings | | Lecturers per Meeting (e) | Lecturer/s | Subject | Timetabled Lecturer Contact Hours (b)x(c)x(e) | actual Lecturer Contact Hours bxdxe |
|---|---|---|---|---|---|---|---|---|---|
| | | | Timetabled (c) | Actual (d) | | | | | |
| Mon | 1400 | 1 | 36 | 34 | 1 | P. Swinton | English | 36 | 34 |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | | |
| | | | | | | | | 36 | 34 |

## MASTER REGISTER TRANSFER DATA

| Master Register No | Day | Start Time | Class Enrolments (a) | Pooling Group | Student Attendance (f) | Student Hours | | Appportioned Lecturer Contact Hours |
|---|---|---|---|---|---|---|---|---|
| | | | | | | Taught Pooling (a)x(b)x(c) | Registered (b)x(d)x(f) | |
| ME37A | Mon | 1400 | 16 | 2 | 461 | 576 | 461 | 20.9 |
| ME37B | 〃 | 〃 | 10 | 2 | 283 | 360 | 283 | 13.1 |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |
| | | | | | | | | |

Head of Department A. B. Smith

| | |
|---|---|
| OLLEGE | |
| CADEMIC YEAR | |
| EPARTMENT / PG | |

# NORTHSHIRE EDUCATION AUTHORITY
# MASTER REGISTER SUMMARY SHEET

| | | | | | |
|---|---|---|---|---|---|
| COURSE CATEGORY | I | II/IIIP | II/III | IV | V |
| MODE OF ATTENDANCE | FT 3 Term<br>FT <1 Term<br>FT Other | | Block<br>Sand<br>O/L | PT D/E<br>PT <1Term<br>Eve | |

| | | | | BURNHAM HOURS | | | | | | | | | | POOLING HOURS FOR DEPARTMENT | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Total Course Hours | | | | Servicing Hours | | | | | | | Student Taught Hours | | | | | |
| Master Register No. | Course Title | Year | Enrolments | Hours per Week | Weeks per Year | Burnham Factor | TOTAL HOURS | Servicing Dept | Enrolments | Hours per Week | Weeks per Year | TOTAL HOURS TRANSFERRED | HOURS TO DEPT. | Lecturer Contact Hours | Pooling | Registered | Apportioned Enrolments | Actual Lecturer Contact Hours | Student Attendance Ratio | Lecturer Contact Hours Ratio |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | | | | | | | |

APPENDIX 11

Completed by (print)

Page of

NORTHSHIRE COUNTY COUNCIL

DEPARTMENT ANALYSIS SHEET

STUDENT HOURS/NUMBERS

| Mode of Attendance | A STUDENT TAUGHT HOURS<br>POOLABLE<br>Student hours | <br>POOLABLE<br>FTE Students | <br>NON-POOLABLE<br>Student hours | <br>NON-POOLABLE<br>FTE Student | B REGISTERED HOURS<br>POOLABLE<br>Hours | <br>Non-POOLABLE<br>Hours | C BURNHAM HOURS<br>ADVANCED<br>Hours | <br>NON-ADVANCED<br>Hours |
|---|---|---|---|---|---|---|---|---|
| FT3 Term | | | | | | | | |
| FT < 1 Term | | | | | | | | |
| FT Other | | | | | | | | |
| Sandwich | | | | | | | | |
| Block Release | | | | | | | | |
| PT < 1 term | | | | | | | | |
| PT Other | | | | | | | | |
| Evening | | | | | | | | |
| Open Learning | | | | | | | | |
| TOTAL | | | | | | | ÷ 300 | ÷ 600 |
| BURNHAM UNITS | | | | | | | | |

D TEACHING STAFF/CONTACT HOURS

| | TIME-TABLED (PLANNED)<br>Contact hours | <br>FTE teachers | <br>Contact hours | <br>FTE teachers | ACTUAL<br>Contact hours | <br>Contact hours |
|---|---|---|---|---|---|---|
| Total FT & PT contact hours | | | | | | |
| PAID PART-TIME HOURS | | | | | | |
| Substitution | | | | | | |
| FT Staff on PT contract | | | | | | |
| PT staff on PT contract | | | | | | |
| TOTAL | | | | | | |
| Contact hours of FT staff on FT contract | | | | | | |

Academic teaching year .... weeks

Day release hours .... pa

Remission hours ....... pa

E TEACHING STAFF NUMBERS AND CONTRACTED CONTACT HOURS

| | No | Weekly Contact hrs |
|---|---|---|
| HOD | | |
| PL | | |
| SL | | |
| L II | | |
| L I | | |
| - - - - | | |
| - - - - | | |
| TOTAL | | |

Total annual contracted contact hours

F MANAGEMENT RATIOS

| | Poolable | Non-Poolable |
|---|---|---|
| SSR | | |
| ASH | | |
| ACS | | |
| ALH | | |
| | | |

Percentage of contact hours supplied on part-time contract %

Percentage of part-time contact hours supplied by full-time staff %

| ATTENDANCE RATIOS | Poolable | Non-Poolable | Overall |
|---|---|---|---|
| Student Attendance ratio | | | |
| Lecturer Attendance ratio | | | |
| TCR- | | | |
| Remissions | - | - | % |
| | | | |
| | | | |

## COMPLETION OF DEPARTMENT ANALYSIS SHEET

### STUDENT HOURS/NUMBERS

The data for completing the fields for each mode of attendance is taken from the totals of the appropriate Master Register Summary Sheets in the case of the following:

- Apportioned Enrolments
- Student Taught Hours (Pooling)
- Student Hours (Registered)
- Attendance Rate
- Burnham

Full time equivalent students should be dealt with as follows:

- for fulltime three term modes of attendance enter the apportioned enrolments from the appropriate Master Register Summary Sheets;

- for sandwich modes of attendance enter the apportioned enrolments from the appropriate Master Register Summary Sheets after multiplying them by 0.9;

- for fulltime one term modes of attendance multiply the Pooling student taught hours by 1.1 and divide by Pooling student hours per fulltime three term student

- for other modes of attendance divide the Pooling student taught hours by the Pooling student taught hours per fulltime three term student.

Totals for each field for poolable courses (categories I,II/III (part) and non-poolable courses (categories II/III (part) IV and V) are obtained by simple addition except in the case of attendance rate. This is calculated by dividing the total registered student hours by the total Pooling student taught hours.

Burnham units are obtained by dividing the total Burnham hours by 300 in the case of advanced courses and by 600 in the case of non-advanced courses.

## TEACHING STAFF/CONTACT HOURS

The numbers of teaching staff who have been on the college payroll for the academic year should be listed by grade as full-time equivalent. If their duties include non-teaching responsibilities not directly connected with courses - such as wardens of halls of residence or college librarians - they should be treated as an appropriare proportion of one full-time equivalent.

The weekly contact hours are the locally negotiated contact hours appropriate to each grade in the case of all grades up to principal lecturer. For heads of departments the local guidelines should be entered. It is often the case that the amount of teaching expected of a department head is dependant on his grade.

NORTHSHIRE COUNTY COUNCIL

DEPARTMENT ANALYSIS SHEET

College Westhampton Pooling Group 2
Academic year 82/3 Completed by AB Smith
Department Business St. Completion Date 13 10·83

APPENDIX 14

## STUDENT HOURS/NUMBERS

### A STUDENT TAUGHT HOURS

| Mode of Attendance | POOLABLE Student hours | POOLABLE FTE Students | NON-POOLABLE Student hours | NON-POOLABLE FTE Student |
|---|---|---|---|---|
| FT3 Term | 48924 | 48·00 | 168822 | 163·80 |
| FT < 1 Term | 300 | 0·29 | - | - |
| FT Other | - | - | 30755 | 29 84 |
| Sandwich | - | - | - | - |
| Block Release | - | - | 12000 | 11·64 |
| PT < 1 term | 900 | 0·88 | - | - |
| PT Other | 6458 | 6·34 | 56316 | 54·64 |
| Evening | 3020 | 2·96 | 5575 | 5·41 |
| Open Learning | - | - | - | - |
| TOTAL | 59602 | 58·47 | 273468 | 265·33 |

### B REGISTERED HOURS

| Mode of Attendance | POOLABLE Hours | Non-POOLABLE Hours |
|---|---|---|
| FT3 Term | 45499 | 153628 |
| FT < 1 Term | 300 | - |
| FT Other | - | 29217 |
| Sandwich | - | - |
| Block Release | - | 10960 |
| PT < 1 term | 462 | - |
| PT Other | 5618 | 52937 |
| Evening | 2212 | 3066 |
| Open Learning | - | - |
| TOTAL | 54491 | 249808 |

### C BURNHAM HOURS

| Mode of Attendance | ADVANCED Hours | NON-ADVANCED Hours |
|---|---|---|
| FT3 Term | 49248 | 168059 |
| FT < 1 Term | 330 | - |
| FT Other | - | 29775 |
| Sandwich | - | - |
| Block Release | - | 10960 |
| PT < 1 term | 990 | - |
| PT Other | 5618 | 52937 |
| Evening | 2212 | 3066 |
| Open Learning | - | - |
| TOTAL | 58398 | 264797 |
|  | ÷ 300 | ÷ 600 |
| BURNHAM UNITS | 195 | 441 |

### D TEACHING STAFF/CONTACT HOURS

TIME-TABLED (PLANNED)

|  | Poolable Contact hours | Poolable FTE teachers | Non-Poolable Contact hours | Non-Poolable FTE teachers |
|---|---|---|---|---|
| Total FT & PT contact hours | 4734 | 7·32 | 19517 | 29·37 |
| PAID PART-TIME HOURS |  |  |  |  |
| Substitution | 53 |  | 46 |  |
| FT Staff on PT contract | 132 |  | 1321 |  |
| PT staff on PT contract | 350 |  | 2312 |  |
| TOTAL | 535 | 0·83 | 3679 | 4·87 |
| Contact hours of FT staff on FT contract | 4199 | 6·49 | 15838 | 24·50 |

ACTUAL

|  | Poolable Contact hours | Non-Poolable Contact hours |
|---|---|---|
| Total FT & PT contact hours | 4612 | 19221 |
| Substitution | 53 | 46 |
| FT Staff on PT contract | 132 | 1321 |
| PT staff on PT contract | 350 | 2312 |
| TOTAL | 535 | 3679 |
| Contact hours of FT staff on FT contract | 4077 | 15542 |

Academic teaching year 36 weeks

Day release hours 291 pa

Remission hours 485 pa

### E TEACHING STAFF NUMBERS AND CONTRACTED CONTACT HOURS

|  | No | Weekly Contact hrs |
|---|---|---|
| HOD | 1 | 6 |
| PL | 1 | 15 |
| SL | 3 | 17 |
| L II | 15·1 | 19 |
| L I | 10·9 | 21 |
| - - - - |  |  |
| - - - - |  |  |
| TOTAL | 31·0 |  |

Total annual contracted contact hours 21160

### F MANAGEMENT RATIOS

|  | Poolable | Non-Poolable |
|---|---|---|
| SSR | 8·0 | 9·0 |
| ASH | 28·3 | 28·6 |
| ACS | 12·6 | 14·0 |
| ALH | 18·0 | 18·5 |
|  |  |  |

Percentage of contact hours supplied on part-time contract 17·0%

Percentage of part-time contact hours supplied by full-time staff 35·3%

| ATTENDANCE RATIOS | Poolable | Non-Poolable | Overall |
|---|---|---|---|
| Student Attendance ratio | ·91 | ·91 | ·91 |
| Lecturer Attendance ratio | ·77 | ·98 | ·96 |
| TCR- | - | - | ·93 |
| Remissions | - | - | 2·4 % |
|  |  |  |  |
|  |  |  |  |

WIRRAL EDUCATION AUTHORITY

# WIRRAL METROPOLITAN COLLEGE

## ACADEMIC YEAR 19 /19

Department of ______________________ Site ______________

Course title ______________________________________

Course code ______________ Course tutor ______________

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| REGISTER NUMBER | | | | | | | |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| START WEEK | | | FINISH WEEK | | | WEEKS / YEAR | | | HOURS/WEEK | | | • | | |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| CATEGORY | | POOLABLE | | PERMIT | | ECONOMIC | | MODE OF ATT. | |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| CLASS CANCELLED AT WEEK NO. | | | ACTUAL WEEKS REGISTERED | | | D.E.S. GROUP | |

| | | | | | | |
|---|---|---|---|---|---|---|
| WEEK NUMBER | | | | | | |
| ENROLMENT | | | | | | |
| ATTENDANCE | | | | | | |

| | SUBJECT TITLE | LECTURER | DAY | START TIME | FINISH TIME | HOURS | NO.ON ROLL | TOTAL (B) | SERVIC BY DEP |
|---|---|---|---|---|---|---|---|---|---|
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| 6 | | | | | | | | | |
| 7 | | | | | | | | | |
| | | | | | | | GRAND TOTAL | | |

**THIS REGISTER IS A PRIME SOURCE AUDITABLE DOCUMENT**

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| PRESENT | / | ABSENT | O | LATE ARRIVAL | Ø | EARLY LEAVER | X |

| INSPECTED BY | DATE | TIME | ATTEND. /ENROLMENT | COMMENTS |
|---|---|---|---|---|
| | | | / | |
| | | | / | |
| | | | / | |

APPENDIX 16

# HEREFORD WORCESTER COUNTY COUNCIL

# WORCESTER TECHNICAL COLLEGE

# TIME TABLE FOR A FULL-TIME COURSE

# MASTER REGISTER

RF/02

| Day | Start Time | Class Enrolments (a) | Teaching Duration (b) | No of Meetings (c) | Lecturers Per Meeting (d) 1. | Dept | Lecturer | F.T or P.T | Subject | Pool Group | Lecturer Contact Hours (b)x(c)x(d) A | 2. Student Attendances (e) | Student Taught Hours Pooling.B. (a)x(b)x(c) | Student Taught Hours Registered (b)x(e) C. |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | | | | | | |
| | | | | | | | | | TOTAL | | | 4. Apportioned Enrolments | | |

Summary By Department

| | | | | | |
|---|---|---|---|---|---|
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |
| | | | | | |

1. Normally this will be one, will be greater than one where additional teaching assistance is given to a group.
2. Student attendances is the total actual number of attendances by all students in the group throughout duration of course.
4. Enrolments apportioned to departments in the proportion of contributions to teaching made by lecturers from the various departments.

Printed in England for Her Majesty's Stationery Office
Dd736336 C15 6/83 (1259)

Reproduced from camera ready copy provided by D.O.E. (AUDIT INSPECTORATE)